

CHAPTER III

METHODOLOGY

This research uses qualitative data, collecting data through interviews and observing a class. Using interviews, the researcher could find various sources of students' anxiety in speaking English. Meanwhile, the observing class was applied to measure the result of the interview was relevant to the class observed. This chapter will discuss the research design, participants, data collection and instrument, and the data analysis.

3.1. Research design

In this study, the researcher used a qualitative method. Qualitative methods typically include an individual interview, participant and classroom observation, and several other approaches. According to Maxwell (1996), the qualitative collecting method is an appropriate strategy for the current study; this method makes the researcher understand the meaning of the condition or situation. Alwasilah (2008) states that students' speaking anxiety experience and the source of the anxiety experienced by students in speaking English is appropriate with the research method used. The method provides information and provides a way that can be used to see the problems from the point of view of the subject. Maxwell (1996) also added that qualitative methods make the researcher understand the participant or the student's perspective about the phenomenon, expecting that students can influence their speaking anxiety behavior and their language learning process.

The researcher used interviews and classroom observations in collecting data. The interview is a data collection method used in qualitative and quantitative questions. Qualitative questions are usually conducted in an open-ended manner. As for quantitative, it is usually closed with participants or participants who answer in their own words. Interviews that are often used in data collection are qualitative research methods, and their popularity is related to those considered speakers who speak as they are (Griffie, 2005). In qualitative research, the researcher aims to

understand people's lives as they are lived (Schwandt 2001, Lambert and Loiselle 2008, Schultze and Avital 2011) as cited in (Doody & Noonan, 2013). The interaction that occurs in the interview activity between the researcher and the participant may benefit the participants and provide them with an opportunity to explore events in their lives (Holloway & Wheeler, 2010).

Observation is one type of qualitative research method that includes participant observation and field research. In the observational research design, several locations are also a matter of research. Observational data can be integrated as additional or confirmatory research (Gray, 2009). The data collected from participant observation field notes were taken in a way that sought to minimize observer bias by keeping recorded observations at as low a level of abstraction as possible and avoiding making assumptions and generalizations when observing events (Pelto and Pelto 1978) as cited in (Strayer, 2012).

3.2. Participant

The participants in this study are thirteen students of one Airplane Machining class in one vocational high school in Bandung. The students who would be the subject of the researcher have been learning English for about six to nine years. Afterward, seven of the participants were chosen and then interviewed. They were chosen because the researcher considers the students speaking anxiety as the source of anxiety. The researcher chooses the school where the researcher does the internship.

3.3. Data collection and instrument

The researcher chooses two instruments for collecting the data, and there are interviews and observation classes related to the study.

(1) Interview

The researcher would use qualitative semi-structured interviews because this is one of the most dominant and widely used data collection methods. The schedule should guide the interview and allow other relevant themes to develop (Choak, 2012). The interview should resemble a 'flowing conversation' (Rubin & Rubin, 2005; Choak, 2012). The researcher would conduct interviews with students after the observation activities are carried out. Researcher would conduct

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interviews related to students' difficulties in speaking skills, which aspects make them complex, and what students do to develop students speaking skills. The interview was conducted once at the end of the study after all series of observations had been made. During the interview, the researcher conducted a 30-minute interview with the participants.

(2) Observation.

Observation is an empirical research method for producing real-world naturalistic event records to gain insight into defining characteristics and contextual and time-sensitive qualities (Berg, 2004). The researcher will observe the student's ability to speak English in the classroom by observing the classroom situation and see interactions between students and teachers that can cause anxiety experienced by students.

Researcher would interview students regarding the activities carried out, namely, the observation of the students' speaking anxiety in the English classroom activity and whether this would help students develop their speaking skills. This activity would occur during the semester because it is related to teaching and learning activities carried out by students and teachers. During the activity, the researcher would provide observations and interview the students. The interview and observation activities would be carried out for three weeks to see students' students' improvement regarding their observation of the students' speaking anxiety in the English classroom activity. This activity would last for ninety minutes in one meeting and would be held weekly. So, the researcher would do multiple studies twice in two or three weeks. The researcher made observations using the online class method for 3 times a month. During the observation activity, the researcher conducted research for 30 minutes. And then the researchers conducted direct observation activities in the classroom for 2 meetings. In one meeting, researchers conducted observations for ninety minutes.

3.4. Data analysis

After collecting the data, as mentioned in the previous part, consists of (1) interviews and (2) observation. The interview method used was an open-ended interview. The interviewer or researcher distributed the questionnaire of 27 questions to the participants regarding the participants' anxiety in speaking English; Sophie Amalia Karimah, 2022

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after that, the researcher conducted class observations, where the researcher assigned the task to 13 research participants to make presentations in front of the class related to the majors.

After analyzing the interviews, the researcher analyzed the results of the interviews conducted with the participants and recorded the answers given by the participants in the open-ended interview. Then the researcher paraphrased the participants' answers to fit the questions adapted from the questionnaire stated by Young (1991). Furthermore, the researcher analyzed the data obtained from the observation activities by analyzing each recording of 13 participants. Then the researcher writes the words or sentences that are wrong or inaccurate spoken by the participants. Afterward, the researcher counted the errors uttered by the students to calculate how many errors were said by the participants and what words or sentences were uttered a lot by participants. By writing down the words or sentences students speak, researcher can locate the source of student anxiety when presenting in front of the class.

The researcher began to analyze the observational data by listening to each participant convey what they said in the presentation and also analyzing the participants' pronunciation, whether related to their major or not. After that, the researcher began to combine the results of the observational analysis with the interview analysis to determine whether the interviews and observations were the sources of anxiety stated by Young (1991).

The most basic analytical strategy in qualitative research is the coding process. Coding is the initial analytical step to process the data obtained (Charmaz, 2006). Saldana (2010) provides a number of steps in coding (codes, category, theme, theory).

1. Coding the data

Data that has been obtained by the researcher given certain appropriate codes based on the formulating of research questions. This will facilitate the researcher in interpreting the data.

In this stage the researcher identifies data from interview and observations in the form of field notes based on certain codes that can help researchers to answer questions in this study, which are related to the sources of students' anxiety in Sophie Amalia Karimah, 2022

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speaking English.

The coding process carried out by the author is in accordance with what is suggested by Saldana (2010) which starts with the raw data, then goes to the preliminary code and the final code.

2. Code categorization into them

The second stage carried out by the researcher was to categorize the codes that appeared in the data according to the themes in the research questions. Based on the stages of coding and theme development, the results of data analysis in this study will be described in a narrative manner in the research results and discussion in chapter IV. in chapter IV the participants are written with the code P1, P2, P3, and so on. After the themes that emerged from the data had been obtained, then the author focused on connecting the categories and theories that emerged so that in the end the authors strengthened the existing theories. This is based on the opinion of Glaser (Creswell, 2015) which states that theory is based on data and is not forced into categories.